

Strand: Measurement

Grade: 3

School: Folkstone Public School

Lesson Goal	Diagnostic lesson
Curriculum Expectations	<ul style="list-style-type: none">- Solve problems involving the relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools- Read time using analogue clocks, to the nearest five minutes, and using digital clocks and represent time in 12-hour notation
Big Idea(s)	Measurement relationships

3 Part Lesson Plan		Materials
Getting Started (Minds On...)		
Instructional Grouping: Whole Class <ul style="list-style-type: none">- Teacher asks class what the word estimate means- Students are asked to estimate how long it takes them to get dressed to go outside for recess. Students think to themselves, then write their estimates on their whiteboards- Students share estimates with class- Using a timer, the teacher asks students to actually get dressed and times them- Students are asked what they think the purpose of the activity was		<ul style="list-style-type: none">- Individual whiteboards- Timer (www.online-stopwatch.com)
Working On It (Action!)		
Instructional Grouping: Small groups <ul style="list-style-type: none">- Students are told that the Principal is considering changing their 40 minute nutrition breaks into a one hour lunch break and would like their feedback (teacher checks with students that they know how many minutes are in one hour)- Students brainstorm the various activities they usually do during nutrition break such as eating, getting dressed, and various outdoor activities. The teacher records ideas on chart paper- Students are asked to decide how much time to allot to each activity and then decide how that one hour will look		<ul style="list-style-type: none">- Chart paper- Markers- 12 snap cubes (each cube representing 5 minutes)- Analogue clocks- Template of clock in 5 minute segments
Reflecting and Connecting (Consolidate/Debrief)		
Debrief Strategy: Math Congress <ul style="list-style-type: none">- The teacher collected the student work and organized the students' most common activities into five categories: eat, play, washroom, getting ready, and other- A new clock template was created with a legend showing the five categories- Students were asked to re-evaluate their work, if need be, and record their information on the new clock template- Using a Math Congress format, students presented their ideas to the Principal, justifying their choices		<ul style="list-style-type: none">- Template of clock with legend and 5 minute segments- markers
Follow-up		